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*The Local Library's Part in National Defense**

By RALPH ULVELING

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Since the outbreak of the World War in 1914 American society has faced disconcerting issues of life at home and abroad. In domestic affairs the entire social order has been altered—employer and employee relationships have changed; component groups within the national borders have become increasingly interdependent; depletion of natural resources and the further development of mechanized production have created great surpluses on the labor market which even the present intensified needs cannot dissipate; new mediums for the rapid spread of information and propaganda have been developed; and in countless other ways the habits, the problems, the needs and the very lives of the people have been radically changed. Adjustments of this type affecting great numbers of people and established practices inevitably developed strong pressures for further reform and solidified resistances to change. With these came group dissensions and antagonisms which to an extent, at least temporarily, have weakened the over-all unifying tradition of tolerance and fair opportunity for all.

In the midst of such conditions on the local scene the current war in Europe broke out, bringing into sharp relief a clash of political ideologies backed by military might. The progress of events has now brought this country to a point where it is no longer detached from the danger of being drawn into the struggle. With that prospect before us all forces in our national society must be geared rapidly to contribute their part to the enormous defense program going forward. The contribution expected of libraries, though more intangible than that of the manufacturers of tanks or machine guns, is no less real and no less important.

To clarify the responsibility of libraries let me, at the risk of intruding the obvious, try

*Presented before the Louisiana Library Association Convention, Lake Charles, May 3, 1941.

to state the problem. The war is being fought on two types of fronts, the first military and industrial and the second moral. Because the military aspects of the conflict are definite and spectacular attention naturally is focused on them. Throughout the country great manufacturing plants designed to provide enormous quantities of combat instruments for use on land, sea, and in the air are being rushed to completion. But behind all of this and supplementing it men are working feverishly to develop new materials and new devices that will be capable of more than matching the best efforts of totalitarian genius. For this part of the program, libraries as the great reservoirs of accumulated knowledge, have an obvious responsibility. The extent to which they meet that responsibility will depend on the ingenuity shown by librarians in recognizing pertinent data and in placing that data before the persons who may use it to the best advantage for the benefit of our national society. This involves an enormous problem of correlation on a national scale. But unless we librarians measure up to this monumental task, which inevitably should set a new and a continuing standard for research work through libraries, we will have failed in our trusteeship of printed knowledge.

The second part of the military defense program focuses on the developing of a skilled personnel, in sufficient numbers to meet the specialized needs of new factories and new industries. With millions of persons throughout the country unemployed this sounds very simple. Actually it presents a gigantic problem and one which reaches out for solution to every part of the country—rural as well as urban. The reasons behind this acute labor shortage are not difficult to analyze. For almost a decade business has been relatively stagnant. During that period comparatively few of the young men, who under more normal conditions would have served an apprenticeship in the trades, were given an opportunity to do so. Hence half a generation has become established in life without the usual complement of their developing skills in the mechanic arts. This was a national loss.

Stemming from the same basic condition—the depression—other thousands of persons already established as skilled mechanics, not being able to get jobs in their chosen fields, scattered, some making a living in other types of endeavor and thousands more leaving the urban centers and returning to the farms from whence they came in the twenties. The most telling statistics on this are to be found in the latest federal census. A quick scanning of the figures shows that of the ten largest cities in the country five have decreased in population since 1930. And of the remaining five, four have shown only nominal growth, less than might be expected as natural increases. Thus through a combination of factors skilled craftsmen for nearly ten years have been laying away their tools and turning to other activities while potential replacement workers have likewise been forced to seek their livelihoods in other fields. Today the defense program is being retarded by the lack of skilled and semi-skilled operators. In my own state, which is heavily industrialized and which with the exception of the west coast has the largest concentration of defense manufacturing, we are particularly aware of the enormous dearth of trained workmen. Only recently the Michigan State Unemployment Commission conducted a vigorous campaign of publicity through newspapers, through libraries, over the radio, in movie houses, and other public buildings in a broad effort to assemble enough skilled laborers to meet the employment needs of new defense factories. Everywhere efforts are being made to locate and draw back to industry the men once adept in specialized machine work. Courses for retraining former mechanics and for developing new mechanics are being given night and day. With this intensive program being pushed forward libraries have suddenly been confronted with an unprecedented call for books on blue print reading, on machine shop practice and on allied subjects needed by the men in industrial training courses. Libraries cannot remain oblivious to this national need. If necessary our traditional practices must be scrapped that we may rise helpfully and creditably to the new challenge before us.

It would be presumptuous and futile for me to attempt any more detailed statement of what such action entails. Local conditions vary as well as local procedures. The success of each library's record inevitably must depend on the ingenuity and vision of its librarians in analyzing the needs of its locale and then in forcefully directing its program toward those peculiar needs.

So much for military defense through industrial preparation. Let us now focus attention on moral defense work with its major emphasis directed toward objectives of human relationships and civic responsibility. The need for this is put succinctly in a statement from Czechoslovakia published in the *New York Times* on September 25, 1937:

"Democracy is always weakened from within. Only its own feebleness or complacency destroys it. We in Europe see more clearly than you that democracy dies from lack of discipline, unwillingness to compromise, group pressure, corruption, usurpation of public power because the public is greedy or indifferent. It dies unless it draws life from every citizen. Denouncing dictators gets nowhere. The job of those who believe in the democratic process is to be positive, not negative, to build it up, expose and correct its mistakes, keep it alive."

Earlier in this talk I referred to the group pressures and counter-pressures and to the dissensions and antagonisms which they have engendered. These parallel alarmingly the weaknesses referred to in the statement that came from Czechoslovakia four years ago. Speaking to a similar point recently Dr. Alvin Johnson adds: "It cannot escape any keen observer that the forces of violence now loose in the world are not the traditional forces of aggrandizement of nation upon nation but subtle revolutionary forces that wing their way over national boundaries and seek out the weak and the disaffected with insidious accuracy." (*Journal of Adult Education*—April 1941.)

Here then is our program. We must dedicate ourselves to helping people to become socially intelligent, morally responsible and convinced from the evidence in their own

social environment that democracy is worth preserving. What does this entail in terms of our own activities?

1. Librarians themselves must develop a greater awareness and understanding of social problems and they must recognize that, regardless of how time-honored the objective of developing a cultural self realization may be, the temper of the times calls for a changed emphasis in our own and our constituents' intellectual endeavors.

2. Librarians must recognize that for their institutions to meet their full responsibility as social forces it is not enough that proper reading material be made available to those seeking it. As Zona Gale so ably said, "Social forces must be aggressive . . . If the library is to interpret this our life to the community, which is its highest function, it is not enough that it shall respond to needs—it must create the knowledge that those needs exist."

3. Librarians must strive to have the problems of our national society viewed broadly instead of in restricted terms. In general the citizenry of small cities and towns is relatively homogeneous in composition and interest and hence the residents of these areas do not in their local environment readily obtain an understanding and appreciation of the just claims of other social groups. Because of this and because so great a part of the nation's population is in small urban and rural sections librarians of those areas must be particularly aggressive in bringing to their constituents a larger view of our common society so they will for their security and the security of others broaden their horizons and think of social problems in national rather than local terms. For in the safeguarding of our national democracy it is as essential for rural dwellers to recognize the proper claims and ambitions of factory workers as it is for industrial workers to encourage correction of whatever causes bring about injustices to the farming populations. A strike in the automobile factories of Michigan or in the steel plants of Pittsburgh is for the people of Louisiana as unhealthy a manifestation of social unrest as are the problems

of the sharecroppers in your neighboring states.

If the foregoing analysis of the problem is correct then it behooves each of us to examine our institutions and their services honestly and critically to determine whether or not they are actually contributing or preparing to contribute to the defense program.

In the field of essential research the contribution expected necessarily will vary tremendously. However information bearing on your locality, the conditions that surround it, and its products should be available for men on government business stationed in this area. Local crop estimates, gulf coast marine maps and weather conditions, factors affecting radio reception in this area, sewage disposal in a low lying country, building practices for swamp lands, these and hundreds of other practical problems may be presented to you any day. Do you have this information available? And if you do not, do you know where you can get it quickly?

In the field of labor needs what are you doing? Do you realize that skilled mechanics for west coast factories are being recruited as far afield as from the states east of the Mississippi River? If your community has persons who might qualify for some of this work are you helping them to prepare for such work? In Louisiana, with the great port of New Orleans a part of your commonwealth, you must be very conscious of shipping. Already one can see plainly that shipping may ultimately determine the success of this country's cause. I know nothing about the specialized requirements for the shipping service but I assume there are some and I assume too that an adequate personnel for this service cannot be supplied by the port cities. Do each of you know what types of seamen and dock workers are required? And is your library stocked to aid men training for this work?

Regardless of how closely each library may be affected by either of the above mentioned problems of military and industrial defense, the problem of moral defense you have in your own village—or city, as the case may be. Then ask yourself these questions: What do you know about the social unrest that is

manifesting itself in every section of the country? What points are involved in the terribly disturbing controversy between capital and labor? What social unrest is growing out of poor housing conditions and deficient public health provisions? Are your own opinions on the subject intelligent, thoughtful decisions based on facts and reason or are they too a part of some great emotional surge with no more solid foundation than an instinctive like or dislike of something? I hope you will excuse the directness of this question. And I hasten to add that I do not care to know the answer. I merely want you to ask yourself this question, honestly. After that is answered, very logically you come to the next. What, more than giving out books, are you doing in your community to get people to consider our common problems dispassionately?

From this brief analysis of the place of libraries in the defense program it may readily be seen that the library activities of 1917-18 offer no parallel in the present crisis. Army camp libraries are now under the authority of the various military units. We as librarians are therefore breaking new ground at this time. In effect it is up to us now to marshal our resources—books and personnel—in such a way that in this emergency books and print may serve society helpfully and constructively.

For purposes of clarification and integration let me say a few words about the defense activities of the American Library Association. With commendable speed the responsible heads of our national professional body accepted the challenge of the emergency. Quickly highly selective lists of books in a wide variety of subject fields which had a bearing on the crisis began rolling off the presses. They were seized avidly by persons in and out of the profession, persons in need of guidance who were suddenly confronted with defense problems in special fields. At the same time a vast plan for developing a quick index to the enormous scattered research materials of the country was organized. And simultaneously in a third way concerted efforts were made and are being continued in Washington to obtain funds for

the buying and servicing of great stocks of books that the national needs might not suffer from lack of adequate equipment. All of this and most of the other activities being conducted by our national association do not and never can meet the responsibility of libraries in this crisis. If the efforts of the American Library Association could in two sentences be oriented to that of libraries it would I believe have to be done in something like these terms:

The A. L. A. is directing its efforts toward implementing libraries by pooled book guidance, by correlation of resources and by endeavoring to obtain financial help so that libraries may effectively carry on a broad, strong defense program. The translating of that program into an active social force can be done only by the local librarians—each in his own community.

In closing let me say that for more than 60 years libraries have laid claim to public funds on the theory that they are a part of the government's educational structure. As Dr. Louis Round Wilson of the Graduate Library School of the University of Chicago has said, "The public library has assumed a fixed place in the pattern of American life; it is at once a symbol of democracy and an effective educational agency for its promotion." For the first time, however, libraries

are confronted with a severe test of their right to this recognition. A major crisis now confronts the nation. When the war is over serious reverberations in this country will likely follow. At such a time, when governmental revenues are shrinking, there is strong likelihood that our local, state and national governmental services will be closely scrutinized with the avowed intention of curtailing or even eliminating all services which, though desirable, are not vitally essential. At such a time the activities that promote peace, health and safety will likely be placed in the first category of requisites. Education will probably be placed in the second. Trail-ing off thereafter will be all the multiplicity of various other services which we now have but which may not be continued.

Your library's service, as all others, will be rated on performance—its own performance. At that time the Kalamazoo library will not be given asylum because the New York Public Library's record was good. The Common Council of Detroit will be unaffected by the service successes of the Minneapolis Public Library. And your library will with its own appropriating body have to stand the same test. Will these libraries then be accorded recognition as educational necessities and be placed in the second category of needs? The records on which they will be judged can be written either way—now.

*School Libraries and Our Democracy**

By MRS. MARY PEACOCK DOUGLAS

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Because I am an American, there are certain things which I have long taken for granted, certain things which have come to me from my forefathers without question and with indifferent acceptance. Today I,—and you—, are being called upon to analyze these accepted freedoms and these ideals and to decide whether or not they stand for the way of life which we choose to cherish and to

protect. I choose to take inventory of our democracy with rose colored glasses rather than dark ones. America has become great because of its ideals which the pioneers established for its homes, its schools, and its community life. Our continued survival, our continued greatness, depend on our standing by these ideals which made us a nation renowned for those things which constitute

*Presented before the Louisiana Library Association Convention, Lake Charles, May 2, 1941.

goodness in life. What are these beliefs that we now must make ring out in clear and vibrant tones? What is it that because we are American we believe? We believe: "in fair play—in good sportsmanship—in being kind and helpful to others—in cooperating with others for the good of all—in respecting the opinions of others—in respecting the rights of others—in the right of free discussion—in settling conflict by conference—in the dignity of work—in equal educational opportunities for all—in respecting the rights of private property—in open opportunity for the individual—in the rule of the majority with just consideration of the rights of the minority—in an honest ballot—in freedom of speech—in freedom of the press—in freedom of religion—in justice for every citizen—in trial by jury—in arbitration of disputes—in orderly legal processes—in freedom from unreasonable search and seizure—in the right to petition the government for a redress of grievances—in the right of the people peaceably to assemble—and in the responsibility of every individual to participate in the duties of democracy." These things we believe—mentally, but what have we done, what are we doing, what can we do to make them actively acute to everyone who comes within our library portals?

The Chinese have a saying, "It is better to light a candle than to curse the dark."

American education through the library is today faced with the problem of leading our people to a greater appreciation of the struggles and achievements of the early American leaders who established civil and religious liberty, universal education, and the right to participate directly or through representatives, in all the affairs of government. It is faced also with the problem of leading youth to an appreciation of all types of occupations as means for preserving these liberties and of developing abilities for participating in all types of worthwhile work. It has the responsibility for emphasizing the historic growth of our nation, for making our literature known and beloved; for inculcating those beliefs which have "made and preserved us a nation". We must have done with the passive and must now actively prose-

cute these our concepts to the end that they shall live, that "this government of the people, by the people, and for the people shall not perish from this earth".

In order to learn the real meaning of Americanism and of democracy, boys and girls, and men and women must be supplied with books and printed materials which give stirring pictures of those activities which have gone into the making of the American way of life. In order to achieve the ability to earn a livelihood, they must have materials for studying how to adjust themselves to economic and social situations. In order to make these materials dynamic, the librarian must use every opportunity to bring them to the attention of the public by display and by personal conversation. The place the library has in such a program has been most aptly expressed by William S. Gray in "The Importance of Intelligent Reading" where he says: "There are two legs upon which a democracy stands; namely the public schools which lay the foundation of an education, and libraries with books and periodicals which are means of continuing education throughout life. The service which the library renders begins in its work with children. 'For them it is the chief gateway to the world of books'. The school library expands and enriches classroom instruction and together with the public library, serves as a continuation school all through life. Through intelligent work with children the library has the power ultimately to lift the thinking of a whole community to higher levels." How great an opportunity does the college library also have in this same respect!

The library can be used first of all for supplying background information regarding our country and its ideals. Knowledge of its history, its great men, its economic life, its government, its literature—all contribute to a better understanding of our national life. For some years, though less now than a few years ago, it has been popular to debunk our national heroes, to belittle great deeds and great occasions. We said we were being realistic, but were we? No doubt George Washington did err as every man has erred, but even recognizing his humanness, did he

not wield an influence and promote a plan which brought out of a struggling, uncertain group, unity of government and unity of purpose? The kindly Lincoln looked with saddened eyes on a people warring among themselves and sought to build again a strength in union. What does it matter that May Todd Lincoln was ambitious,—if she was,—; it is a far greater worth that she comforted a tired man who made our people see with clearer vision. What are we doing now to make the good things and the wise things shine out from our shelves?

Recently the New York Times carried a poem by Elinor Lennen which shows what history can mean in terms of the library.

"A thousand years wheel past me as a day.

I turn a page and history comes back
As vividly as when it went away.
Black magic this: the alphabets thin track
Has carried on these fragile, narrow rails
The essence of man's life upon the earth:
His fine, heroic deeds; his fancy's tales;
His aspirations toward a richer worth.
I choose a volume, and a continent
Rewards my reach

With time and space subdued to my command,

I conquest while I sit with book in hand."

The library should see that it is supplied with books on American life and its ideals and that these books are freely brought to the consciousness of prospective readers. Is it not high time to recognize and emphasize the good rather than the sordid aspects of our life? We do not wish to fail to recognize our weaknesses and constantly to work to eradicate them, but after all isn't the honesty and high purpose expressed in *The Fair Adventure*, in *Again The River*, and in *Let Us Have Faith* as truly realistic of America as is *Tobacco Road*, or *Grapes Of Wrath*? I somehow believe they are more so. There must be books of fact and books of fiction. Poetry should not be overlooked, for many of our highest moments come down to us in verse. Well do we recall the story of a young lawyer who, during the war of 1812 went aboard a British ship one night to arrange

the release of an American prisoner. All night long the British vessels bombarded Fort McHenry near Baltimore, and all night long the young man wondered in anxiety whether or not the fort could stand. Then came daybreak, and as the firing ceased Francis Scott Key saw the Stars and Stripes still waving. In joy and relief, from the fulness of his heart, he wrote the words to our stirring national anthem.

Now is the time for the library to vitalize these events and these concepts to the end that even the apathetic know what it means to be an American.

What Does It Mean To Be American?

"What does it mean? I look across the years

I see them come, but through a mist of tears,
Our gallant forebears, full of hopes and fears.

I see them leave behind for conscience' sake,
The homes they loved, the ties so hard to break,
Their questing, wondering, westward way to take.

I see them face and fight the wilderness,
Undaunted by its dangers, its duress,
And from its wildness, wrest and win success.

I see them take their living from the soil,
The men and women joined in homely toil—
Where they then planted, now our heart-roots coil.

I see them build their homes, their house of prayer,
And when its bell rings out upon the air,
I see them kneel in simple worship there.

I hear the drums of war's alarum beat,
I see them seize their arms, rise to their feet
Their enemies—and liberty's—to meet.

I see them face and conquer every foe,
I see their cities rise, a nation grow,
To whose broad breast earth's eager pilgrims go.

To be American is to be one
In whom these brave inheritances run,
A worthy daughter, or a noble son . . ."

—Roselle Mercier Montgomery

The library must do more, however, than just supply background information and inspirational material. It must be definitely aware of national and individual occupational needs and must be in position to supply books and materials of vocational nature. There must be printed materials on how to use a lathe as well as information of general nature on woodworking and building trades. There must be books on dietetics, on agricultural pest extermination, on soil conservation, on forest replacement, on canning, on shoe repairing, on metal work, on all occupations that are or should be promoted in any locality. Where training can be secured in various fields and what possibilities there are for employment in these fields are questions which should find answers in school, college, and public libraries. The importance of work information must not be minimized. The opportunity for working is one of the lodestones of our conception of democracy. For everything the library does to help the individual find himself occupationally, it will be repaid four fold or ten fold, in proportion as it uses its talents. But if its vocational talent is hid and buried in its stacks, it will fare no better than he who "dugged in the earth and hid his lord's money", for it too will be called upon to take its talent and "give it to him who hath ten talents". This is our opportunity and our challenge.

Books and other printed materials have been used for more than five hundred years in disseminating information as a basis for critical judgment. We are in the midst of an age which requires broad understanding, clear thinking. A democracy cannot be sustained unless the people within it are tolerant. Intolerance has its roots in ignorance. Whom we do not understand we do not tolerate. How great an opportunity there is through books to understand, to be tolerant, to sustain democracy. How great is the need to encourage delay of judgment till all the facts are in. Today as never before there is need

for ability to search out facts and for ability to interpret facts in relation to life situations. The abundance of propaganda must be sifted to the end that truth may be made apparent. All libraries have a responsibility for providing materials which can be used for studying local, national, and international issues. Libraries should provide information on both sides of controversial questions and every effort should be made to interest readers in acquiring sufficient information that they may be able to arrive at sane conclusions. One may ask, "what is facism, or communism, or nazism?" But to be complete, must not one have equally reliable information on democracy, can that be left to chance understanding in the face of printed information on other ways of government and other ways of life? Our great charters of American democracy should not be hid away in the stacks while Hitler's *Mein Kampf* stands out above the inviting challenge "Have you read this?" Are not "The Mayflower Compact", "The Declaration of Independence", "The Constitution of the United States", Washington's "Farewell Address", Lincoln's "Gettysburg Address", "The Children's Charter", of as much moment as Hitler's declaration of his intent if we are to determine how much it matters that he does not desecrate our land and destroy our way of life? Are William Tyler Page's words which we recite as an American creed really our *beliefs* or are they only patriotic phrases which we do not translate into action?

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

—"To defend it against all enemies"—mental as well as physical; that is the deep

responsibility and the high honor of the library, a shining guardian of mental freedom and a strong advocate of American democracy. We have a task to perform and we bend our efforts to discharge our duty.

In 1876, one hundred years after its founding, Sidney Lanier wrote of our country

"Long as thine art shall love true love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear land of all my love,
Thy name shall shine, thy fame shall glow!"

That is the way of Americanism, the democratic way of life. Printed materials that induce a critical study of the status quo, develop a spirit of cooperation for the common good, and permit full participation in evaluating policies will no doubt help to implant a spirit of liberty, a desire for achievement, an urge to serve humanity which neither now nor later can be destroyed by enemies of Americanism who would bore from within and without. The librarian holds the key to the storehouse of information. How freely does he make an open house for sharing the treasures? Libraries,—the college, the public, the school,—are in position actively to promote the principles of democratic living, are in position, if you please, to continue the ideals of democracy in this our native land. The green light is before us; the responsibility is ours; shall we carry on?

Libraries in America

If you go down to your town's center and search for its real wealth,
You'll pass by the City Hall . . . the stores . . . the biggest bank.
And step aside from traffic into a quiet place . . .
The library of your town.
Within its peaceful walls it holds
The best of all that men have thought and dreamed
Since words were first recorded.
It holds the riches of the world.

Here are books that hold the earth, the sea, the sky . . .

Revealed after centuries of men's labor,
Row upon row they stand, countless generations,

Still living in the songs they sang, the tales they told

While the people of their dreams walk the earth with every reader.

Alive on printed page is the story of our race

And its slow but upward climb. Here you can read

Of storms that blasted nations, swept the surface of the earth . . .

And know that they were weathered by men and women like ourselves.

Here in our town's library is all that world and life itself.

This lasting wealth is ours.

The libraries of our country do not hoard it

For the enjoyment of a few.

Here the doors swing wide for everyone to enter.

Up the steps come children and their elders,

Men and women, seeking knowledge, finding friends that never die.

Down those steps they carry comfort, laughter, inspiration . . .

The best of life flows freely into American homes.

And our country holds its wealth of books secure.

No censor's stamp can here deface

The words of truth. Nor are there bigots' fires

To burn men's thoughts and written beauty.

The people of all place . . . all centuries . . . all races

Live in their work upon our open shelves.

Shall we light a candle, so that none in our democracy need curse the dark?

School Libraries

About 100 librarians and visitors attended the School Library Section meeting on May 2 in Lake Charles, one of the most successful meetings ever held by this group.

With Miss Hilda Strauss, Chairman, presiding, Superintendent Norton of Lake Charles was introduced as the first speaker. He urged school librarians to do effective publicity work, so that the library will be an active force among teachers and students. Mr. Super, of the Division of Trades and Industrial Education, State Department of Education, spoke on "Libraries and National Defense", stressing the fact that the library can play an important part in helping to maintain morale.

The ideal elementary-school library was described by Miss Olive Gehring, Librarian, Southwestern Louisiana Institute Training School, who defended centralization of library resources in the elementary school, giving such reasons as economy of administration, greater availability of materials, provision for individual differences, etc.

Mrs. Mary Peacock Douglas, North Carolina School Library Adviser, spoke to the group about the librarian's need to stay alive professionally. She suggested such methods as regular professional reading, membership in professional organizations, visits to other libraries, and work with community groups. Mrs. Douglas was followed by Miss Sue Hefley, Supervisor of School Libraries in Louisiana, who reported on the status of the work of her office and her plans for the future. She emphasized the importance of work with teachers, and of teacher education in the library as an instructional tool. Miss Hefley introduced to those present Miss Mary Clint Irion, new Director of Audio-Visual Education on the State Department of Education staff; and also Miss Katherine McEniry and Mrs. Jay M. Gill, directors of the WPA Bookbinding Project in Louisiana.

The officers of the School Library Section for 1941-42, named at the meeting, are as follows: Chairman, May Lynn Amiss, Jeanerette; Vice-Chairman, Inez Alford, Hammond; Secretary, Hannah Jolley, Franklin.

Carrels, Carols, Corrals, Cubicles and Stalls

By DR. JOHN M. McBRYDE

Retired Dean of the Graduate School, Tulane University

Of the many excellent features in the Howard-Tilton Library the most welcome, perhaps, is the provision for individual study close to the book stacks on each floor. Here graduate students and special readers find, running along the wall the full length of the floor and in the daytime lighted by a window in each, a series of stalls with no doors, furnished with chair, table and book shelf on which the student may keep from day to day such volumes as he may need for extended special reading or research. In Tulane such stalls are termed "carrells," preferably (despite

Webster) with one l, as the word is spelled in the Universities of Texas and North Carolina, for the single l helps us to avoid the error of placing the stress on the last syllable, as we should be inclined to do with the double l.

Though I have studied in many libraries both in this country and in Europe, the word "carell" was new to me, and so I looked up its origin and the development in its meaning. Etymologically it is the same as "carol," the earliest meaning of which is "a ring dance usually accompanied by song," then a ring

or circle (for example, of standing stones), from which it took the meaning of a space inclosed by rails. Finally at the end of the sixteenth century, with change of spelling, it came to mean an inclosed space in a cloister devoted to study, as appears in the following extract from an old church record (quoted in the Oxford Dictionary):

"... where every one of the old monks had his carrel, several by himself, that when they had dyned, they did resorte to that place of cloister, and there studyed upon there books, every one in his carrell all the after ninne."

In the Oxford Dictionary the word "carrel" does not appear as an independent entry, but is listed under "carol" as a variant form, and is defined as "a small enclosure or 'study' in a cloister," so we may conclude that the word is not used in the university libraries of Great Britain. Nor is it included in the *Dictionary of American English*, Craigie and Hulbert.

In order to determine the extent to which this word is used in the college and university libraries in this country, I sent out an inquiry to nineteen institutions, and learned that though many have inclosed areas within the stacks, with table and chair for individual study, only seven besides Tulane use the term "carrel"—Duke, Texas, Ohio State, Alabama, Michigan, Princeton, Minnesota—and only in the most recently constructed buildings are there provided series of "carrels" separate from the stacks. In the Universities of Chicago and Illinois and in Cornell, instead of "carrel" "cubicle" is used, which the University of Pennsylvania reports as in common use there,

though there is no official adoption of the term. In Harvard too "cubicle" is used, together with "stall," which is heard in Yale. The librarian of Yale writes, "Personally I feel that *carrell* should be used only in a monumental Gothic structure."

"Cubicle," the Oxford Dictionary informs us, has been, since the 16th century, a name for bedchamber, more specifically in recent times applied to "one of a series of separate sleeping chambers which now often takes the place of an undivided dormitory." Thus it might seem a not altogether inappropriate term for a place in which some hardworked students sometimes doze over their books. Though Webster gives as one definition of "cubicle" "any small partitioned space as an individual study compartment in a library," this meaning is not included in the Oxford.

"Corral" (with the accent on the last syllable) is another phonetic variant of "carol," meaning an inclosure for confining or for capturing animals, and sometimes spelled (earlier) *carrel* (1). Along with "stall" it might be a term not wholly inappropriate in the case of those students who feel themselves "cabin'd, cribb'd, confined."

On the whole, in Tulane, professors and students alike, as well as general readers from the city, have reason to congratulate themselves on having in this beautiful new library modern conveniences, conducive to study and on the choice of what seems to be the most suitable term for these conveniences—"carrel."

(Originally published in The Tulane Hullabaloo, May 31, 1941.)

College and Reference Libraries

The meeting of the College and Reference Section, under the able leadership of Chairman Gropp, was one of the most fruitful in recent years. Every effort was made to give fullest realization to the theme of the meeting, "Refining Process for Library Progress". There was genuine participation by members of the group, and Dr. Carl White, Director of Libraries at the University of Illinois,

shared in the discussion and contributed several significant points.

Among the proposals voted to be submitted to the Executive Board for its consideration in extending the activities of the L. L. A. beyond its present borders are:

1. Participation of the L. L. A. as sponsor to publications by the Statewide Records Survey of the W. P. A. awaiting completion.

2. Integration of library service and the academic program of the college.
3. Establishment of an L. L. A. Scholarship and Loan Fund.
4. A study of the problem of staff, salaries, and tenure in college libraries.
5. Coordination of the L. L. A. organization with the A. L. A.
6. Survey of libraries in Louisiana.
7. Subsidization of an L. L. A. library lecture program.
8. A blueprint for adult education in Louisiana.
9. Compilation of legislation affecting librarianship in the Southwest.
10. Louisiana Studies in Libraries and Librarianship: a series of contributions.

Nathaniel Stewart, librarian of Dillard University, was elected Chairman of the College and Reference Section for the year 1941-42.

Louisiana Library Commission

The highlight of this period in the library commission's work was the opening on April 27 of the Pointe Coupee demonstration library, with commission chairman J. O. Modisette presiding and such speakers as Leo Favrot of Baton Rouge, special lecturer at the Louisiana State University, and Miss Mary Mims, rural sociologist with the University, dedicating the library.

Local speakers included Col. H. A. Rougon, police jury president; Mayor O. B. Laurent and Mrs. A. A. Bondy, library board president.

Miss Elizabeth Cammack, formerly librarian of the Morehouse parish library, is headquarters librarian, and for the first two months Miss Alice Hebert, field worker with the commission parish and regional department, assisted Miss Cammack. Miss Lillian St. Romain, formerly librarian of the New Roads club library, is New Roads branch custodian.

Recently the bookmobile service was begun in Pointe Coupee, with a new type bookmobile, the cab-over-engine type, weighing one ton rather than the one and a half ton of the other bookmobiles. The bookmobile has a capacity of 800 books and its performance is being carefully checked against the service of the old style units.

On June 19 the commission executive secretary opened the sixty-third annual conference of the American Library Association in Boston, as its president. Numbers of librarians

from the state attended the meeting. The official state delegates, appointed by Governor Jones, included Mr. Modisette; John Hall Jacobs, librarian of the New Orleans Public Library; Mrs. A. A. LeJeune of Kaplan, retiring president of the trustees section of the L. L. A.; Miss Sue Hefley, supervisor of school libraries in the state department of education; Mrs. T. B. Lanford of Shreveport, president of the trustees section of the L. L. A.; Mrs. James Baird of Minden, Webster parish librarian; and Miss Lou Venia Gahagan of Bastrop, Morehouse parish librarian.

Significant observations of the progress of state library extension were included in the report submitted by Miss Mary Walton Harris, head of the parish and regional department, following a tour of the parish libraries.

All of the libraries are working toward betterment of the branch library system, both from the standpoint of buildings and physical equipment, and from the training of personnel, she reported.

In the survey of Caddo parish, it was found that in the past two years marked improvement has been made in the branch system. Locations of book collections and choice of custodians have been the cause of this change for the better, but the parish income, received by appropriation of the police jury, is still far from adequate and shows need of book purchases. Miss Anne Giddens is now in charge of the parish work, for which Caddo contracted with the Shreve Memorial

library, whose head is Miss Bess Vaughan. Miss Giddens succeeded Miss Sallie Farrell as parish supervisor.

Especial note made in the report of the excellence of the Webster parish system, where the book collections are up-to-date, well balanced, and include adequate reference, newspaper and magazine collections.

Tax elections have occupied public attention in at least two of the parishes recently. On April 1 Richland parish voted a five-year library tax of one half mill, the Attorney General's ruling that school board appropriations are illegal having made it necessary to obtain funds from another source than appropriations by the school board and police jury, as in the past fifteen years of that library.

Bossier parish demonstration, opened in September, 1940, is conducting a campaign for a library tax, which will be voted on at

the end of July. Citizens' movements are being attended with enthusiasm over the entire locality, and the police jury has already appropriated funds to run the library in the interim between the end of the demonstration period and the first of the taxable year.

Changes in the field include the return, as of July, of Miss Sallie Farrell to the commission staff. Her place as librarian of Winn parish will be taken by Miss Marion Taylor, whose experience in the Webster library, as Minden branch librarian, fits her adequately for this position.

Miss Nancy Sexton has succeeded Miss Bernardine Glaser as Natchitoches parish librarian. Miss Glaser is now in the commission's parish and regional department. Another change is the addition of Miss Marie Spivey to the Sabine staff, this to be effective in the near future. Miss Spivey is a graduate of the Louisiana State university school of library science.

Public Libraries

ALEXANDRIA PUBLIC LIBRARY

Soldiers stationed at Camp Claiborne, Camp Livingston and Camp Beauregard are using the resources of the library for recreation and study, and their families are also making use of the library.

In February of this year Miss Betty Sterk became a member of the staff and is giving very valuable assistance.

CARNEGIE LIBRARY, LAKE CHARLES

A 378 volume collection of English literature, history, drama, sociology, biography, poetry, philosophy, and miscellaneous subjects, was recently donated to the library, by "The Review Club", of Lake Charles. This club is a literary organization, and has been functioning for more than 40 years. The library was very happy to receive such a splendid and valuable addition to its collection.

NEW ORLEANS PUBLIC LIBRARY

On May 9, 1941 the New Orleans Public

Library suffered the loss of one of its oldest members, Miss Clemence Gallier, Assistant Librarian. A member of the staff since 1898, Miss Gallier was for many years in charge of the loan desk, and since 1928 had served as Assistant Librarian. For a few months in 1936 she served as Acting Librarian.

The death of Miss Gallier has taken from the active ranks of the New Orleans Public Library Staff one of the revered pioneers. Her passing will be a personal sorrow to all who recall her long years of arduous service to the Library in its formative period, and her work will have a lasting value. Those who were so closely associated with her on the staff will not soon forget her manifold kindness, the sturdy worth of her character, and her genuine modesty and simplicity.

"Louisiana Hayride" of Harnett T. Kane promises to far exceed many of our most popular books, if the present rate of reserves continues. Heretofore, Hitler's "Mein Kampf" has held the record, with the more recent "Out of the Night" and "Oracles of

Nostradamus" claiming a large share of the reserve assistant's time. Now, however, the "Hayride" has removed their chances of retaining top place on the "Busy Books" list, a new regular feature in the Sunday Item paper.

In all of the seven branches summer reading programs are being planned.

The Bookmobile summer schedule will go into effect on June 10th. Some necessary changes will be made, mostly involving school stops.

Miss Gladys Ferry, Assistant in charge of the Nix Branch, was married on Saturday, May 3rd to Mr. Delery Landry.

The Louisiana Library Association convention in Lake Charles May 1-3 was attended by Mr. Jacobs, Miss Renaud, Miss Beckemeyer, Miss Ebeling, Miss Riley and Mrs. Stephenson.

The following staff members are planning to attend the American Library Association Conference in Boston: Mr. Jacobs, Miss Hart, Miss Beckemeyer, Miss Ruckert and Miss Riley.

SHREVE MEMORIAL LIBRARY, SHREVEPORT

Shreve Memorial was represented at the

State Library meeting by Bess Vaughan, Mary Frances Smith, Louisia Gregory, Ann Giddins and a member of the Library Board, Mrs. T. B. Lanford who was elected Chairman of the Trustees Section of the Louisiana Library Association.

Miss Margaret Rodgers, the new Children's Librarian at Shreve has come to us from New Rochelle Public Library where she has been located for the past three and one half years.

The Webster Parish and Caddo Parish Library Club held their joint annual meeting in Shreveport in April. Miss Hildemar Escalante of Venezuela was the guest speaker on this occasion.

At the May meeting of the Caddo Library Club Miss Mary Morgan of Fair Park High School Library was elected president.

Spring Book Festival Week was observed in the Boys' and Girls' Room with a display of the Prize Winning books and original illustrations from the books. June will initiate the beginning of a thirteen weeks radio program, The Caravan Book Trail. These will be fifteen minute talks on books for boys and girls concerning travel through the country. The caravan will leave from Louisiana.

Wartime Reading

On Sunday, April 27, the N. O. Item published a long feature article "Books of War, Defense Replacing Best Sellers, Library Survey Shows" written by Harnett T. Kane (Louisiana Hayride). The article attracted wide attention and favorable comment. On the following Sunday, this editorial on the article was published.

Item May 4, 1941
(Editorial)

The most popular book in the New Orleans Public Library—at the moment—is Corbett's "Principles of Maritime Strategy." Some government pamphlets on defense and related subjects are more in demand than "For Whom the Bell Tolls."

New Orleans does not rank near the top among American cities in its quota of teachers, professional folk, students, and other serious readers. It is a fair guess, then, that if Orleanians are changing their reading habits because of the war, Americans in other cities are also becoming more deeply concerned with war subjects.

We brush up on geography, foreign governments, unfamiliar people and the mixtures of them, the natural resources and liabilities of remote countries, contending philosophies and imperial ambitions. And we learn by conning many technical tones how to equip ourselves to serve personal interests and the country in a national emergency.

It is on the whole an inspiring picture—the way a free people prepares for crisis. It has serious faults, the totalitarians says, for it leaves the reader free to choose among

opinions, to form his own. It encourages discussion, which is to say criticism. That is a thing the totalitarian philosophy can't endure. But it has compensations.

Louisiana in Print

Recent references on Louisiana or by Louisiana authors, including books of importance locally printed, selected and annotated by Marguerite D. Renshaw, Reference Librarian, Howard-Tilton Memorial Library, New Orleans.

ANNUAL EDUCATIONAL CONFERENCE—Education for the defense and preservation of the democratic way of life. Proceedings of the seventh annual educational conference held at Louisiana State University, Oct. 25-26, 1940. 124p. University, L. S. U., [1941]. The topics of discussion at the conference take on an additional significance in the light of the present emergency. Citizenship, youth, health and community service and their relation to democracy.

BRENT, JOSEPH LANCASTER—Memoirs of the War Between the States. 240p. New Orleans, Fontana printing co., 1940.

Interesting memoirs covering two important phases of American history, the one, California in the 50's, the other, the campaign of the Army of Northern Virginia, in both of which Brent played a part which he tells with restrained feeling. Early California politics, picturesque Spanish customs, daring bandit exploits are described by the young lawyer who at 22 went from Louisiana to hang out his shingle in the boom towns of the West.

The story of the Army of Northern Virginia under the leadership of its generals, the great seriousness of the Confederate undertaking so poignantly glimpsed at the inauguration of Jefferson Davis, are told in moving simplicity by the young officer who was later to become brigadier-general in the Confederate army.

BUTLER, MARION TYUS—History of the Louisiana Press Association. (L. S. U. thesis 1939) Mimeographed. [University, L. S. U., 1941]

A record of the efforts made as early as 1853 in the organization of the Louisiana press and the personalities responsible for the founding of the Louisiana Press Association in 1889 and the shaping of its policies up to 1939.

EIGHTH NATIONAL EUCHARISTIC CONGRESS—686 p; 104 p. illus. 5 color-plates; decorative page borders; red leatherette binding and gold-stamped. \$5.00 Chancery office, 7845 Apricot St., New Orleans, La.

The Historic Records Committee of the Eighth National Eucharistic Congress, held at New Orleans in 1938, has just published a complete record, in word and picture, of that historic event. The compilers of the 686-page book, after giving an explanation of the origin of Eucharistic Congresses, take the reader behind the scenes and explain how and why New Orleans was chosen, the religious background of the city, how the New Orleans Congress was planned, how local history and color were employed, how committees were organized and how they functioned. A complete account is given of the religious preparations, and this is climaxed by a vivid description of the actual Congress ceremonies, meetings and functions.

HISTORICAL RECORDS SURVEY—Transcriptions of manuscript collections of Louisiana. no. 1. The Favrot Papers, 1781-1792, vol. 3. N. O., Tulane University of La., 1941.

HISTORICAL RECORDS SURVEY—Transcriptions of parish records of Louisiana. no. 26 Jefferson Parish (Gretna) Series 1 Police jury minutes vol. 13, 1935-1938. N. O., 1941.

LOUISIANA GEOLOGICAL SURVEY—Sand and gravel deposits of Louisiana by T. P. Woodward and Albert J. Gueno, Jr. and Subsurface pleistocene of Louisiana by Frank W. Frink. (Geological bulletin no.

19) New Orleans, La., Dept. of conservation, 1941.

MASTERS, FRANK M.—Mississippi river bridge at New Orleans, Louisiana. Final report to the Public belt railroad commission of the city of New Orleans, by Frank M. Masters of Modjeski and Masters, Engineers. 2 vols.]Harrisburg, 1941[

Technical history of the great bridge which spans the Mississippi about midway between the Nine-mile and Twelve-mile points upstream from and generally to the west of New Orleans. Amply illustrated with photographs, maps, charts, specifications.

SOUTH-CENTRAL BULLETIN—Official organ of the South-central modern language association. Published quarterly at New Orleans,

La. v. 1, no. 1, Dec. 1940.

This first issue contains the constitution and list of members of the South-central Modern Language Association and summarizes the proceedings of the 1st meeting of the organization held in Shreveport, La., Nov. 1 and 2, 1940.

U. S. DEPARTMENT OF STATE—The Territorial papers of the United States compiled and edited by Clarence Edwin Carter. vol. 9—Orleans Territory. 1092p. Washington, Government printing office, 1940.

Covering the Territory of Orleans and embracing the years 1803-1812, the papers deal with many problems arising in the newly acquired territory both in internal and external administration of American law and policy.

Miscellaneous News Notes

Miss Mary Louise Marshall was recently elected, at the Ann Arbor meeting, president of the American Medical Library Association. Miss Marshall reports that the meeting of the Association in 1942 will be held in New Orleans.

It seems definite that the meeting of the Southwestern Library Association will be held in New Orleans in the fall of 1942. There is a prospect of a joint meeting with the Southeastern Library Association with the Special Library Association members of this region joining in. Special mention will be given at the Southwestern meeting to a bettering of relations with Latin American libraries.

The Southern Agricultural Regional Laboratory has moved from its temporary quarters on Camp Street to its splendid new building, recently completed, 2100 Robert E. Lee Boulevard.

Remarkable records are being made by Harnett Kane's "Louisiana Hayride," the

timely account showing the dangers of dictatorship. In the first month of sales Louisiana Hayride broke all Louisiana records, selling more copies than "Gone With the Wind," "Out of the Night" or any other book, fiction or non-fiction. It went into a second printing a day before the first came out and into a third printing a week later. A fourth one is expected soon. The book meanwhile has been going into best seller lists nationally.

Miss Naomi Rausch, librarian of the Louisiana State Museum Library attended the A. L. A. convention in Boston.

Mr. Stanley C. Arthur has resigned as president of the Board of Curators of the Louisiana State Museum and has been appointed its director. Mr. Arthur begins service in his new position on July 1.

Mrs. Ruth Moor for the past few years Order Librarian of Tulane University Library has been granted a leave of absence because of poor health. Mrs. Moor hopes to return for work on the first of October.

The Howard-Tilton Memorial Library has added to its staff, Mrs. Mary Bell Herndon and Mrs. Glenn Taylor. Both of these young women are graduates of the Library School of Peabody College. Mrs. Herndon was previously librarian of the Sheffield, Alabama High School Library and Mrs. Taylor filled a similar position in the Copperhill, High School Library, Tennessee.

The Howard-Tilton Memorial Library is displaying five incunabula recently presented by Mrs. William Porcher Miles in memory of her husband. These books are part of a gift of some 750 volumes all of which were formerly in the library of General William Porcher Miles whose plantation known as Houmas House was some fifty miles above New Orleans on the Mississippi River. The library is rich in fine editions of classical writings.

Mr. Charles F. Heartman from his Book Farm near Hattiesburg, Miss. continues to issue books in the Heartman's Historical Series begun in New Jersey and now continued in the South. Four of the recent titles are "A Bibliography of John Esten Cooke," by Oscar Wegelin, "Bio-Bibliography of Peter Force, 1790-1868," by Newman F. McGirr and "Journals of the General Assembly, House of Representatives and Legislative Council of the Mississippi Territory, Oct.-Nov. 1803," edited by William D. McCain.

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